why this amendment has received the endorsement of the American Association for the Advancement of Science and The Council of Graduate Schools.

This amendment is based on the Scientific Communication Act of 2007, H.R. 1453, that I introduced with Chairman GORDON as an original cosponsor. I would like to thank Chairman GORDON, Mr. Hope, Mr. ALLEN, Mr. INSLEE and Mr. HIGGINS for their cosponsorship of that legislation.

Before I close, I would like to address a few misconceptions about this amendment. I want to be clear, this amendment contains no new authorization levels. For those who said that this program would take away from other NSF grants, I want to make a few points. The NSF Director would determine the level of resources to devote to this program. If the NSF Director does not deem this program worthy of funding, it won't get any.

However, I think scientists, teachers, reporters, business owners, Members of Congress and all our constituents should support this program. This bill authorized $21 billion for the National Science Foundation.

What good is that level of investment if we don't maximize the benefits? You should not need a Ph.D. to utilize the ideas and breakthroughs that NSF-supported research produces. That's why I am proposing this amendment. It will help to bridge the communication gap between scientists and the rest of us.

I hope all my colleagues here in the House will support this amendment. As policymakers, I promise you, you will personally benefit from this program when you hear expert testimony on technical topics. But, more importantly, you should support it because it will enable all your constituents to share in the excellent research supported by NSF.

Mr. EHLERS. Mr. Chairman, I move to strike the last word.

I rise with some reluctance to speak against this amendment, because I like the idea of what the gentlewoman from California is trying to do. But my concern is twofold. First of all, this will cut into the funding that the NSF already has. It's an added requirement for them.

But my major objection is, I have taught at the university level and have taught at the college level. I have always felt this is the responsibility of the colleges and universities to do, and they shouldn't need an NSF grant to do this.

The job of the colleges and universities is to teach. What this is proposing is that the NSF will be responsible for teaching these students how to communicate their research.

I always tried to do that with my students when I had graduate students. I think that's an integral part of the education program. So I reluctantly urge defeat of this amendment, simply because I think we ought to make it clear to the universities and the colleges that this is part of their responsibility.

Mr. LIPINSKI. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I rise in support of the Matsui amendment. As Members of Congress, we all understand just how critical communications skills are, whether we are trying to influence our colleagues during debate such as tonight, or trying to explain a vote to our constituents.

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If you cannot communicate effectively, the value of ideas can be lost and all of your work may be lost. The same is true for our Nation's scientists as they attempt to convey their work to colleagues and especially to nonscientific audience.

This afternoon, when I had the opportunity to speak with five recent American Nobel laureate scientists, I was very impressed by their ability to explain their work. I may even say I was surprised. Why? Because, unfortunately, scientists are not always the most gifted speakers, and this is not a skill that we regularly find taught in graduate schools. Dr. EHLERS was obviously doing a much better job when he was a professor, but this is not something that I have found as a professor that is taught very often. And I speak from experience both as a professor and as an engineer, and perhaps some may say I personally provide evidence supporting this generalization.

So the Matsui amendment addresses this problem by helping to provide communication training to our Nation's young scientists. If scientists can help better explain their research, it will help us as policymakers as they come to explain and we could choose the best path to move forward, especially in the Science Committee. And perhaps business leaders will be better able to turn some academic research into a good marketable product if they can understand what this research can do.

Finally, I believe that the ability of our scientists to more effectively communicate scientific information will inspire more children to pursue a career in science. No one is inspired by something that they don't know because they are unable to understand it.

I thank Congresswoman MATSUI for offering this amendment, and I urge my colleagues for joining me in supporting it.

Mr. BAIRD. Mr. Chairman, I move to strike the last word.

Mr. Chairman, I rise in strong support of the gentlelady from California's amendment, and let me share with you why.

I think most Members of this body have had people from the scientific community come and talk to us about why their research matters or how it is going to help society, and we have said to ourselves or to them, ''Could you please put that in English so I know what you are talking about?''

The challenge is that the esoteric realm that some of the scientists work in is really beyond some of our ken. And I think that is fine. But if we are going to make informed policy decisions, it is essential that we understand the research that we are making decisions about that may have been illustrated earlier tonight in some of the discussion.

Let me share with you, and I respect Dr. EHLERS immensely, as everyone knows. But the very researchers who, if there is concern that this proposal by the gentlelady from California would reduce funding for other research, let me point out that many of the associations whose members depend on the core research funding nevertheless believe there is merit to this amendment. And let me share with you, the American Association for the Advancement of Science, I will read in a moment what they have to say, the Federation of American Society for Experimental Biology, the Council of Graduate Schools, the Society for Neuroscience. I absolutely believe as a former teacher of science, I believe it is our obligation as teachers to help our young charges learn how to communicate what they do. But it is not being done well enough, that has been recognized, and the gentlelady is to be commended for it.

Let me share with you that the American Association for the Advancement of Science says the following, which I will submit for printing in the RECORD. ''While Federal support of scientific research is of critical importance to innovation,'' and let me underscore this, ''it is also very important that we find ways to make sure that science is effectively used to advance the human condition. Scientists and engineers must have the tools needed to communicate the work they do. The ability to more effectively communicate scientific information may inspire more children to pursue a career in science, and certainly will help a higher quality dialogue among the research community and the citizens whose investment it relies on.''

So I commend the gentlelady. This is something that we don't talk about a lot; but when people have to communicate information to the policymakers or to the public or to the consumers of their research, it is important they do so in a way that is intelligible. This amendment moves an important step in that direction. I applaud her and urge its passage.

AMERICAN ASSOCIATION
FOR THE ADVANCEMENT OF SCIENCE,
Washington, DC, May 2, 2007.

Hon. DORIS MATSUI,
House of Representatives,
Washington, DC.

DEAR REP. MATSUI: Thank you for your support in the recent passage of the reauthorization for the National Science Foundation (NSF) by the House Science and Technology Committee.

As you prepare to debate the NSF reauthorization bill (H.R. 1867) on the floor, I would like to express our support for your efforts to improve scientific communication with the public. For over 50 years, the NSF